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ABSTRACT

This handbook is designed to help Utah school districts compile and report pertinent information to their respective publics, in compliance with the provisions of House Bill 170, which requires districts to prepare annual district reports. Following the introduction, suggestions are presented for the content, information sources, and reporting standards. A table lists each of the specific data elements recommended for inclusion in the report, as well as information about where such data can be found and standards for reporting each data element. A model for reporting achievement test trend results is also included. The appendix includes copies of several documents pertinent to creating a district performance report as well as a table that identifies specific agencies and contact persons to whom district staff may direct their inquiries. Criteria for educational indicators and a sample district performance report are also included. (LMI)

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ED 363 945

DISTRICT PERFORMANCE REPORTS

A HANDBOOK TO ASSIST UTAH SCHOOL DISTRICTS IN PREPARING DISTRICT PERFORMANCE REPORTS AS REQUIRED BY H. B. 170 PASSED BY THE UTAH STATE LEGISLATURE

Prepared by
The District Performance
Report Committee

The Utah State
Office of Education

250 East fifth South
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Scott W. Bean
State Superintendent
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October 1992

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A HANDBOOK TO ASSIST UTAH SCHOOL DISTRICTS IN PREPARING DISTRICT PERFORMANCE REPORTS

THE UTAH STATE OFFICE OF EDUCATION

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October, 1992

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FOREWORD

This publication, A Handbook to Assist Utah School Districts in Preparing District Performance Reports, has been developed to help Utah school districts compile and report pertinent information to their respective publics. The preparation of District Performance Reports on an annual basis is required by House Bill 170, passed by the 1990 Utah Legislature. All Utah school districts prepared and published performance reports for the last two school years in compliance with the law.

In addition to the action of the legislature, there is broad-based support for the implementation of school district performance reports in the state of Utah. This support includes an initiative by the State Board of Education in this area as well as formal statements of support by the Utah School Superintendents Association and the Governor.

It is not the intent of this handbook to limit in any way what school districts feel is important to report to their publics. Districts should certainly communicate information which is timely and relevant whether or not such information is highlighted here. The focus of this handbook is on identifying several key statistical indicators which should have relevance to the public, policy-makers, and educators. This handbook does address all information required by H.B. 170 for inclusion in district performance reports. Creative approaches to presenting narrative and other statistical information should definitely be pursued by Utah school districts.

A 1991 change in the law calls for district performance reports to be submitted to the State Board of Education, the legislature and parents by **January 15** of each year.

This handbook was produced by the District Performance Report Committee, chaired by Dr. David E. Nelson.

Scott W. Bean
State Superintendent of Public Instruction

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INTRODUCTION

House Bill 170, passed by the 1990 Utah Legislature and amended in 1991, requires that Utah school districts submit an annual performance report to the State Board of Education and the Legislature by January 15th of each year. Copies of the district performance reports are to be distributed to the residence of each student enrolled in the district. A copy of H.B. 170 is included in the Appendix to this publication.

In addition to the action of the Utah legislature, there is broad-based support for the implementation of school district performance reports in the state of Utah. The State Board of Education has directed the State Office of Education to: "Provide models, training, and guidelines to enable all Utah school districts to prepare and distribute to the public, legislature, and the State Board of Education, an annual performance report."

The initiative by the State Board is also complimented in formal statements by the Utah School Superintendent's Association and the Governor. The Utah School Superintendent's Association has endorsed a position paper which, among other things, states that Utah school districts are committed to student assessment programs which include: "a reporting program which provides individual student achievement test information to parents, school test results to the school's community, and district-wide test data to the general public." The Governor, in a letter to district superintendents, has indicated that reporting to parents and to the public should be a critical activity to

be accomplished by school districts. The Governor states: "This can be done effectively by each school and district in the state by issuing an annual report card. Some of our schools are already doing this and can serve as a model for others."

Purpose and Organization of Handbook

The purpose of this handbook is to provide a resource for Utah school districts which will help them comply with the provisions of H.B. 170. **This edition of the handbook contains only minor changes from the previous edition. Those are made basically to update information on sources of material and are largely contained in the Appendix**. The handbook should be helpful in compiling information, designing, and publishing school district performance reports. The handbook has several sections which are all designed with this end in mind. Following this introductory section, the handbook presents suggestions for the content, information sources, and reporting standards for the data elements which might be included in district performance reports. An extensive table is provided which lists each of the specific data elements recommended for inclusion in district performance reports along with information about where such data may be found and standards for reporting each data element. Also provided is a model for reporting achievement test trend results. This model is based on hypothetical information but incorporates the standards of reporting practices suggested by this handbook for reporting achievement test results.

The appendix to the handbook includes copies of several documents pertinent to the creation of district performance reports as well as a table which identifies specific agencies and people to whom district staff may wish to direct inquiries while gathering

pertinent information for the creation of the performance reports. The appendix also contains an example of an Alpine District performance report. This report provides some excellent real world examples of how complex statistical information can be simplified and reported in an easy-to-read fashion.

Expanding Upon the Basic District Performance Report

It is not the intent of this handbook to limit in any way what school districts feel is important to report to their public. Districts should certainly communicate information which is timely and relevant whether or not such information is highlighted here. The focus of the handbook is on identifying some key statistical information which should have relevance to the public, policy-makers, and educators. The handbook does address all required information specified in H.B. 170. Creative approaches to presenting narrative and other statistical information should definitely be pursued.

TABLE 1

DATA ELEMENTS SPECIFIED BY H.B. 170 FOR INCLUSION IN DISTRICT PERFORMANCE REPORTS

I. ACHIEVEMENT - Trend Data

- A. District Norm-Referenced Test Scores
- B. ACT Scores / Percent Taking Test
- C. A.P. Scores / Number of Students Taking Tests / Number Passing
- D. Criterion-Referenced Test Scores

II. STUDENTS

- A. Enrollment Trends
- B. Ethnic Distribution of Student Population
- C. Attendance Trends
  1. A.D.A. (If Available)
  2. A.D.M.
- D. Drop Out Rates and Trends

III. FISCAL INFORMATION

- A. Revenue By Source and Total
- B. Expenditures by Category and Total
- C. Current Expenditures Per Student and Trends
  1. District
  2. State
  3. National

IV. STAFF

- A. By Level (Number and Percent). Level = Elementary, Junior High, Senior High, and District Office.
- B. Pupil/Teacher Ratios and Trends
- C. Average Years of Experience of Professional Staff

V. CURRICULUM

A. Course-Taking Patterns (Trends Based on State Data)

VI. SCHOOL BUILDINGS

A. Number of Buildings by Level

B. Number of Year-Round Schools

C. Number of Extended Day Schools

VII. ASSISTANCE TO STUDENTS AND FAMILIES

A. Percentage of Free School Lunch Participants

B. Percentage of Students Who Receive Fee Waivers

C. Total Dollar Amount of Fee Waivers

D. Percentage of Students Whose Families Receive AFDC Funds

VIII. SUPPORT SERVICES - DISTRICT DISCRETION

A. School Lunch

B. Student Transportation

C. Maintenance

D. Security

TABLE 2

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

I. ACHIEVEMENT TEST RESULTS[1]					
Data Element	Sources of Information			Standards For Reporting	Comments
	District	State	Nation		
A. Norm-Referenced Achievement Test Scores[2]	District, USOE and Publisher Score Reports	Available for Stanford 8 at Grades 5, 8, and 11	Test Publisher's Norms Booklets	3-5 years of trend data should be reported for the district contrasted to national and other relevant norms available.	The median national percentile rank is the most effective unit of measurement to report.
B. ACT Scores	District Edition of the ACT "High School Profile Report"	ACT "High School Profile Report" for state	ACT "High School Profile Report" for the nation	3-5 years of district, state, and national trend data based on ACT standard scores (1-36). Beginning with September of 1990, ACT began converting all average scores into the new "Enhanced" ACT Scale. Districts should be careful to make sure all trend information is in the new scale.	A useful companion statistic for ACT is the percentage of each graduating class taking the ACT. When possible, ACT performance should be reported for all subtests. Another informative and valid use of ACT results is to report results for students who have taken what ACT terms "core" preparation versus other students.

[1] See Exhibit 1 which presents a "Model for Reporting District Achievement Test Trend Results."

[2] Beginning with the 1991-92 School Year, it is recommended that districts report their Statewide Testing Program Results at Grades 5, 8, and 11.

TABLE 2 (Continued)

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

I. ACHIEVEMENT TEST RESULTS[1]					
Data Element	Sources of Information			Standards For Reporting	Comments
	District	State	Nation		
C. Advanced Placement Scores (AP)	College Board AP Reports for the district	College Board AP Reports for the state	College Board AP Reports for the nation	3-5 years of district, state and national trend data describing the total number of students taking all AP tests for a given year.	The "percentage passing" (scores of 3 or above) is the most useful statistic to report. The number of students taking exams is also helpful in providing a context.
D. Criterion-Referenced Test Scores	District records based on USOE generated reports or district generated reports	USOE core assessment publications	Not available	2-5 years of district trend data based on the average percentage correct for each subject area or course being assessed.	State normative information is available in core assessment technical reports and special reports which will aggregate scores of all students tested statewide into a "state norm."

TABLE 2 (Continued)

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

II. STUDENTS			
Data Element	Sources of Information	Standards For Reporting	Comments
A. Enrollment Trends	District Reports and "Supplement to the Annual Report of the State Superintendent."	Five Year Trends	
B. Ethnic Distribution of Student Population	District Reports and "Supplement to the Annual Report of the State Superintendent."	Information describing the makeup of the student population for the most recent year.	
C. Attendance			
1. Average Daily Attendance	District Reports	Five Year Trends	Average Daily Attendance is available only from district sources.
2. Average Daily Membership	District Reports and "Supplement to the Annual Report of the State Superintendent."	Five Year Trends	Average Daily Membership is available from both district and state sources.
D. Drop-Out Rates and Trends	District Reports and "Supplement to the Annual Report of the State Superintendent."	Five Year Trends[3]	

[3]In 1992 a new system for dropout reporting will go into effect. Previous dropout data will, at this point, no longer be comparable with the new data.

TABLE 2 (Continued)

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

III. FISCAL INFORMATION			
Data Element	Sources of Information	Standards For Reporting	Comments
A. Revenue by Source and Total	District Reports and "Supplement to the Annual Report of the State Superintendent."	Report information for the most recent year. Suggested categories: 1. Local property taxes 2. Investments 3. State Sources 4. Federal Sources 5. Other 6. Total	
B. Expenditure by Source and Total	District Reports and "Supplement to the Annual Report of the State Superintendent."	Report information for the most recent year. Suggested categories: 1. Instruction 2. Student Services 3. Instructional Staff 4. District Administration 5. School Administration 6. Business Service 7. Operation and Maintenance of Plant 8. Student Transportation 9. Central Services 10. Other Support Services 11. Non-Instructional Services 12. Facilities Acquisitions and Construction 13. Debt Service 14. Total	

TABLE 2 (Continued)

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

III. FISCAL INFORMATION			
Data Element	Sources of Information	Standards For Reporting	Comments
C. Current Expenditures Per Pupil	District Reports and "Supplement to the Annual Report of the State Superintendent" for district and state information. Rankings of the States published by the National Education Association.	Information for the most recent year for which data is available should be reported. District, state, and national figures should be included where available.	

TABLE 2 (Continued)

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

IV. STAFF			
Data Element	Sources of Information	Standards For Reporting	Comments
A. Certificated Staff by Level	District Reports and "Supplement to the Annual Report of the State Superintendent."	Information for the most recent year that data is available. Reporting categories: 1. Elementary 2. Junior High/Middle 3. Senior High 4. District Office	"Certificated Staff" means full-time equivalent certificated personnel.
B. Pupil-Teacher Ratio	District records and "Supplement to the Annual Report of the State Superintendent" for district and state data.	Information for most recent year for which data are available. Pupil-teacher ratio should be based on figures including interns and resource teachers. District, state, and national comparative figures should be reported where available.	
C. Average Years of Experience of Professional Staff	District Reports and USOE special reports.	Information for the most recent year for which data are available.	Averages should reflect only experience in the educational profession.

TABLE 2 (Continued)

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

V. CURRICULUM			
Data Element	Sources of Information	Standards For Reporting	Comments
A. Course-Taking Patterns of High School Seniors	Reports to Districts from USOE based on the "Annual Survey of Senior Intentions and Accomplishments." State information is also available in USOE reports.	Three to five years of trend data should be reported. The USOE special report provides a model for reporting this information.	This is an example of only one kind of curriculum-relevant information. Individual districts may wish to report a variety of information on the nature of their programs.

VI. SCHOOL BUILDINGS	
Data Element	
A. Number of Buildings by Level	
B. Number of Year-Round Schools	
C. Number of Extended Day Schools	

TABLE 2 (Continued)

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

VII. ASSISTANCE TO STUDENTS AND FAMILIES			
Data Element	Sources of Information	Standards For Reporting	Comments
A. Percentage of Free Lunch Participants	This data is completed annually by the district for submission to Chapter 1.	Use exactly the same information which is submitted to the State Chapter 1 office.	
B. Percentages of Students Whose Families Qualify for Aid to Families with Dependent Children (AFDC)	This data is computed annually by the district for submission to Chapter 1.	Use exactly the same information which is submitted to the State Chapter 1 office.	
C. Percent of Students and Dollar amounts of Fee Waivers	School/District Records		

TABLE 2 (Continued)

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

VIII. SUPPORT SERVICES

Some districts may wish to report statistics concerning a variety of support services. Among the possibilities would be:

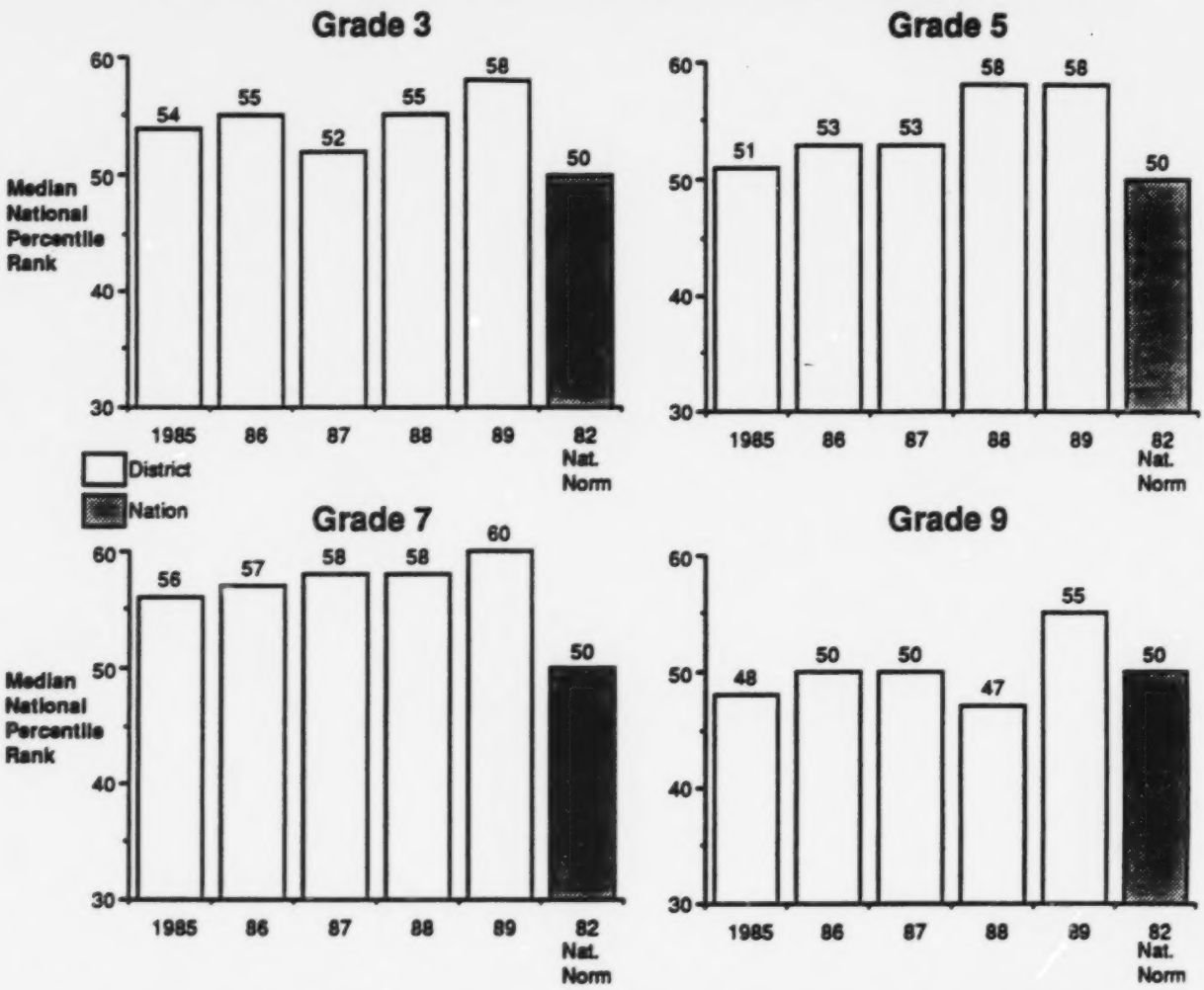
A. School Lunches Serves
B. School Bus Miles Traveled
C. Maintenance Projects and Expenditures
D. Costs Relating to Theft and Vandalism

EXHIBIT 1

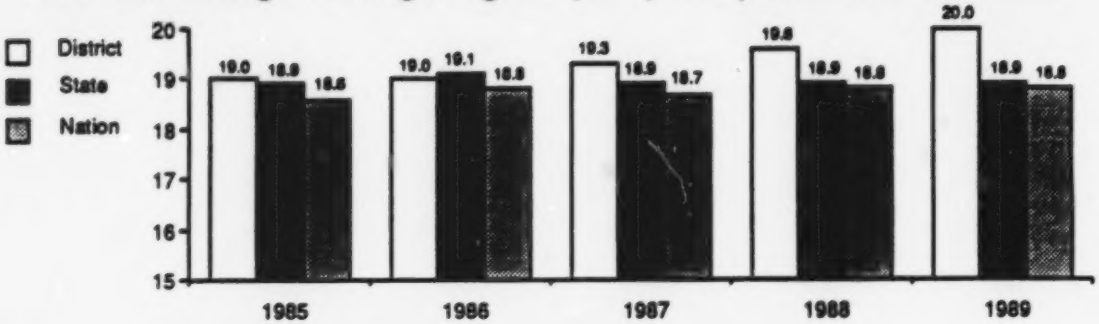
A Model for Reporting Achievement Test Trend Results[1]

[1]Results depicted are not actual data.

National Test of Basic Skills Total Battery Results



American College Testing Program (ACT) Composite Score Results



1988 ACT Results for Students Taking a Rigorous College Preparatory Curriculum vs. Other Students

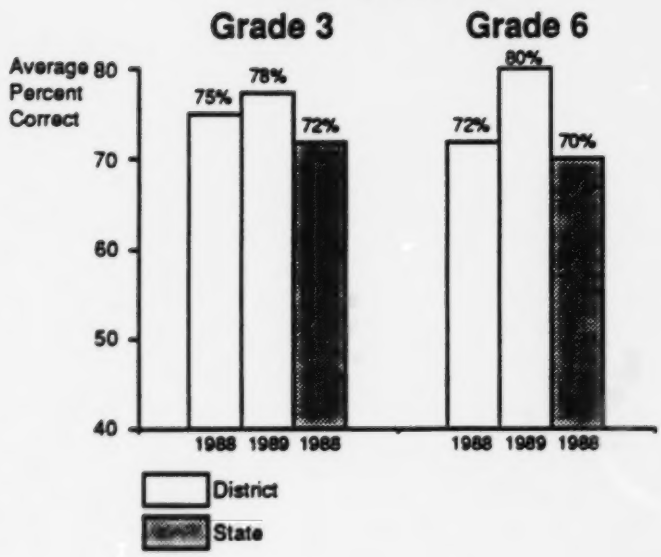
Type of Curriculum	District	State	Nation
Rigorous Curriculum	22.3	21.1	21.1
Other Students	18.1	18.1	17.1

Advanced Placement (AP) Results

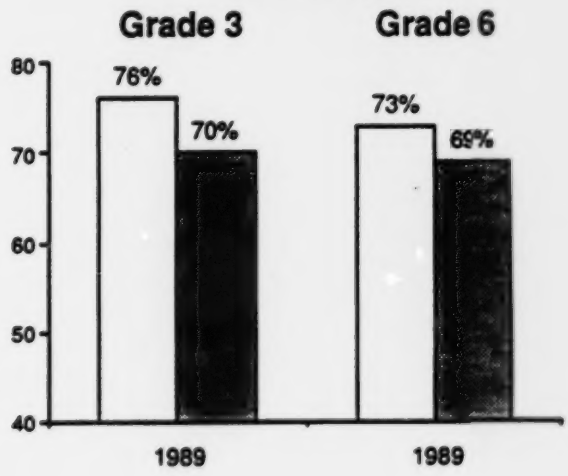
Year	District Exams Taken	Percentage of Students Qualified		
		District	Utah	Nation
1985	423	71%	67%	67%
1986	470	72%	68%	69%
1987	512	73%	67%	68%
1988	682	73%	71%	67%

Criterion-Referenced End-of-Level Test Results

Mathematics



Reading



LIST OF APPENDICES

A. House Bill 170, 1990 Utah Legislature (As amended - 1991)

B. Individuals and Organizations that Collect and Distribute Information Pertinent to District Performance Reports

C. Publications Which May be Useful in Preparing District Performance Reports

D. Utah ACT Performance for 1991-1992

E. Utah and National Advanced Placement Performance for 1992

F. Trends in Course-Taking Patterns of Utah High School Seniors - 1984, 1988, and 1992

G. Using Educational Indicators in Utah School District Performance Reports

H. Sample District Performance Report

APPENDIX A

SCHOOL DISTRICT PERFORMANCE REPORTS

1990

GENERAL SESSION

Enrolled Copy

H. B. No. 170 By Richard J. Bradford

Douglas J. Holmes

AN ACT RELATING TO PUBLIC EDUCATION; REQUIRING SCHOOL DISTRICTS TO DEVELOP AND ISSUE ANNUAL PERFORMANCE REPORTS; AND REQUIRING THE STATE BOARD OF EDUCATION TO DEVELOP AND PROVIDE MODELS, GUIDELINES, AND TRAINING TO SCHOOL DISTRICTS TO ENABLE DISTRICTS TO ISSUE PERFORMANCE REPORTS.

THIS ACT AFFECTS SECTIONS OF UTAH CODE ANNOTATED 1953 AS FOLLOWS:

ENACTS:

53A-3-601, UTAH CODE ANNOTATED 1953

53A-3-602, UTAH CODE ANNOTATED 1953

53A-3-603, UTAH CODE ANNOTATED 1953

Be it enacted by the Legislature of the state of Utah:

Section 1. Section 53A-3-601, Utah Code Annotated 1953, is enacted to read:

53A-3-601. Legislative findings.

The Legislature recognizes broad-based support from the general public and the state's education community for school district performance reports. The Legislature further recognizes that a number of school districts are already committed to a reporting program that gives parents individual student achievement test information, that provides school test data results to the school's community, and that publishes district-wide test results for distribution to the general public.

Section 2. Section 53A-3-602, Utah Code Annotated 1953, is enacted to read:

53A-3-602. School district performance report -- Elements -- Annual filing.

(1) Each school district shall develop a district performance report providing for accountability of the district to its residents for the quality of schools and the educational achievement of students in the district.

(2) The report shall include the following statistical data:

(a) norm-referenced achievement test scores and trends by grade or subject;

(b) ACT scores, including trend data and the percentage of each graduating class taking the ACT;

(c) advanced placement scores, including numbers taking the tests and percentage who pass;

(d) criterion-referenced test scores, including trend data;

(e) enrollment trends;

(f) ethnic distribution of student population;

(g) attendance and drop out rates and trends;

(h) fiscal information, including revenues available to the district by source and total and the information required under Subsection 53A-1-301 (2) (d) as related to the district;

(i) expenditures by source and total;

(j) per pupil expenditures and trends;

(k) pupil-teacher ratios and trends;

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(l) certificated staff by level and average years of professional experience;

(m) course taking patterns and trends in the high schools;

(n) number of buildings by level, number of buildings on year-round programs, and number of buildings on extended days;

(o) percent of free or reduced school lunch participants;

(p) percent of students and dollar amount of fee waivers;

(q) percent of AFDC families.

(3) School districts may include any other data in their reports which they feel is important to report to the general public.

Changed to Jan. 15 by the 1991 Legislature

(4) Each district shall issue its report annually, by ~~November 1~~.

(5) Each district shall file a copy of its report with the Legislature and the State Board of Education and have it distributed to the residence of each student enrolled in the district.

Section 3. Section 53A-3-603, Utah Code Annotated 1953, is enacted to read:

53A-3-603. State board models, guidelines, and training.

(1) The State Board of Education through the State Office of Education shall develop and provide models, guidelines, and training to school districts to enable each district to comply with Section 53A-3-602.

(2) The models and guidelines shall focus on systematic, simplified organizational analysis and reporting of available data.

(3) A school district is not restricted to using the models and guidelines developed by the board if it develops or finds a better approach for clearly communicating the data required under Section 53A-3-602.

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APPENDIX B

Individuals and Organizations that Collect and Distribute Information Pertinent to District Performance Reports

Data Element	Organization	Contact Person and Telephone Number
ACT Scores	American College Testing Program Mountain Plains Regional Off. Cherry Creek Place I 3131 So. Vaughn Way Aurora, Colorado 80014	Mark Ruger (303) 357-3273
Advanced Placement Scores	The College Board 4155 East Jewell Avenue, Suite 600 Denver, Colorado 80222	Mary Nickerson (303) 759-1800
	Utah State Office of Education (USOE)	Keith Steck 538-7744
Utah Statewide Testing Program and Core Assessment Statewide Results	Utah State Office of Education (USOE)	Dave Nelson 538-7810
Student Enrollment & Attendance Information	Utah State Office of Education (USOE)	Deanna Timothy 538-7674
Fiscal Information	Utah State Office of Education (USOE)	Val Wiltsey 538-7670
Staff Information	Utah State Office of Education (USOE)	Camille Jemison 538-7671 Deanna Timothy 538-7674
Course-Taking Patterns	Utah State Office of Education (USOE)	Dave Nelson 538-7810
Chapter 1 Information	Utah State Office of Education (USOE)	John Ross/ Dick Burbidge 538-7724

APPENDIX C

Publications Which May be Useful in Preparing
District Performance Reports

Publication	Source and Telephone Number	
A Utah Perspective on the National Education Goals - 1992	USOE	Dave Nelson 538-7810
Utah Statewide Testing Program Results for the State, All Districts and All Schools	USOE	Dave Nelson 538-7810
Supplement to the Annual Report of the State Superintendent of Public Instruction - Summary of Statistical and Fiscal Data - 1990-91	USOE	Hal Robins 538-7669
ACT High School Profile Reports	ACT	See previous page
Advanced Placement Score Summaries	The College Board	See previous page
Course-Taking Patterns of Utah High School Seniors - 1984-1992	USOE	Dave Nelson 538-7810
National Reports on Students, Staffing and Finance (NEA, Federal Government, etc.)	USOE	Randy Raphael 538-7802

APPENDIX D

UTAH ACT PERFORMANCE FOR 1991-1992

UTAH STATE OFFICE OF EDUCATION

Scott W. Bean
State Superintendent of Public Instruction

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By

David E. Nelson

September, 1992

Results for 1992 were recently released by the American College Testing Program (ACT). The performance of Utah students taking the ACT in 1992 was substantially higher than that of the national comparison group in English, reading, science reasoning, and the composite score. The performance of Utah students on the ACT mathematics test was slightly lower than that attained by national test-takers.

Between 1991 and 1992 scores for Utah students tested were higher in every area of the test with the exception of reading, which remained stable. While Utah scores were improving in virtually every area of the test, national levels of performance were essentially stable. Over the five-year period from 1988 through 1992, Utah ACT composite score averages have increased, while national scores have declined slightly.

The 1992 ACT information also features results on subscores for the English, reading, and mathematics tests. Utah students scored higher than the national comparison group on all of the English and reading subscores with particularly strong showings in rhetorical skills and reading arts and literature. Utah students trailed the national group on two of the three math subscores.

The 17,385 Utah students who took the ACT in the graduating class of 1992 represented approximately 69% of the total number of students who graduated this year. The state of Utah continues to have a very high percentage of its graduating classes take the ACT. This high percentage of Utah students taking the test means that the Utah group of ACT test-takers likely includes many lower-scoring students who would not elect to take the ACT in other states. Thus, the higher percentage of Utah students taking the test tends to depress the average scores for the state of Utah in comparison with other states or the nation as a whole where substantially smaller percentages of students take this test.

An extremely important finding from the 1992 Utah and national ACT results showed that those students taking a rigorous high school program (including at least four years of English, three years mathematics, three years of social studies, and three years of science in grades nine through twelve) scored at much higher levels than students not taking such a rigorous program. For example, Utah students from the graduating class of 1992 who did take the rigorous program had an average composite score on the ACT of 22.5. In contrast, those Utah students who did not take the rigorous course of studies had an average ACT composite score of 20.4. The impact of the rigorous curriculum is especially pronounced on the mathematics test where approximately two and one-half standard scale points separated those students who had had the intensive course preparation from those who did not.

An examination of the ACT scores of Utah male and female students taking the test in the graduating class of 1992 showed score differences which were somewhat less than have been observed in the past. Utah female students scored higher on both the English and reading tests while males scored higher on mathematics and science reasoning. Other studies conducted by the Utah State Office of Education have shown that the enrollment of young women in mathematics and science classes, while lower than that of males, is increasing steadily. These increases likely account for increasingly similar levels of performance over time.

UTAH AND NATIONAL ACT SCORES

1991 AND 1992

TEST	UTAH		NATION	
	1991	1992	1991	1992
ENGLISH	20.6	20.7	20.3	20.2
MATHEMATICS	19.7	19.9	20.0	20.0
READING	21.9	21.9	21.2	21.1
SCIENCE REASONING	21.2	21.4	20.7	20.7
COMPOSITE	21.0	21.1	20.6	20.6

Utah score averages are based on all Utah students from the graduating class of 1992 taking the ACT on the five national test dates (17,385 students). National score averages are for all students in the graduating class of 1992 taking the ACT on the five national test dates (832,217) students).

ACT standard scores are based on a scale on which a particular student might obtain a low of 1 up to a high of 36.

ANALYSIS OF ACT SUBSCORES

1991 and 1992

TEST	SUBSCORE	UTAH		NATION	
		1991	1992	1991	1992
English	A. Usage/Mechanics	10.4*	10.3	10.3	10.2
	B. Rhetorical Skills	10.7	10.8	10.3	10.3
Reading	A. Social Studies/ Science	10.7	10.8	10.4	10.4
	B. Arts/Literature	11.6	11.6	11.2	11.2
Mathematics	A. Pre Algebra/ Elementary Algebra	10.1	10.3	10.2	10.4
	B. Intermediate Algebra/ Coordinate Geometry	9.9	10.0	10.0	10.0
	C. Plane Geometry/ Trigonometry	10.0	10.1	10.1	10.2

*ACT subscores are based on a scale which ranges from 1-18 for an individual student.

1992 UTAH AND NATIONAL ACT SCORES FOR HIGH SCHOOL GRADUATES WHO TOOK A RIGOROUS PROGRAM* VERSUS OTHER GRADUATES

TEST	UTAH		NATION	
	Rigorous Program Students	Other Students	Rigorous Program Students	Other Students
English	22.1	20.0	21.6	18.7
Mathematics	21.4	19.1	21.6	18.3
Reading	23.4	21.2	22.5	19.5
Science Reasoning	22.6	20.7	21.9	19.4
Composite	22.5	20.4	22.0	19.1
Number of Students	6,044	10,959	419,073	372,166

*A rigorous program included at least the following in grades 9-12:

English: 4 years
Math: 3 years
Social Studies: 3 years
Science: 3 years

APPENDIX E

UTAH AND NATIONAL ADVANCED PLACEMENT PERFORMANCE FOR 1992

UTAH STATE OFFICE OF EDUCATION

Scott W. Bean
State Superintendent of Public Instruction

Steven R. Mecham
Associate Superintendent, Instructional Services

David E. Nelson
Director, Evaluation and Assessment

By

David E. Nelson

September, 1992

The College Board recently released both Utah and national statistics describing student participation and performance in the Advanced Placement program (AP).

Participation of Utah students in the Advanced Placement program has been extraordinarily high over more than three decades. In 1992, 13,260 AP examinations were taken by 8,669 Utah students. This represents an increase in examinations taken of over 400% since 1982 for the state.

For 1992, Utah students continued to score very well on a variety of Advanced Placement examinations. Considering all examinations taken by Utah students who challenged the various AP tests, 70.9% of all exams written by Utah students received a qualifying score sufficient to earn college credit. Utah students earned college credit in 27 different subjects ranging from calculus to U.S. History.

The Advanced Placement program, sponsored by the College Entrance Examination Board, is designed to assist high schools across the nation in meeting the needs of academically able students. AP accomplishes this by providing three basic services: First, the program assists high schools in developing college-level courses for the most academically talented students. Second, a national program of testing, scoring, and reporting is provided in the academic areas for which AP furnishes curriculum direction. Finally, test results are provided to colleges specified by students and serve as one basis for colleges granting credit for superior high school achievement by students. Thus, AP is an excellent means for students to earn a significant amount of college credit while still in high school.

Both the extraordinarily high participation rate of Utah students, as well as the high level of performance of Utah students on AP tests continue to be impressive accomplishments on the part of Utah students and schools in this national program.

Utah Advanced Placement Participation and Performance, 1982-1992

Year	Total Students	Total Exams Taken	Percentage Qualifying*	
			Utah	Nation
1982	2,329	3,094	64.3%	69.8%
1983	2,685	3,669	67.5%	70.3%
1984	3,355	4,695	67.1%	70.0%
1985	4,272	6,148	66.6%	67.2%
1986	4,738	7,010	67.8%	68.7%
1987	5,390	7,970	67.4%	67.7%
1988	5,831	8,954	70.7%	67.3%
1989	6,568	10,030	66.9%	65.3%
1990	6,585	10,126	70.8%	66.4%
1991	7,596	11,586	70.2%	64.0%
1992	8,669	13,260	70.9%	65.4%

*Percentage of exams with a grade of 3 or higher

Source: The College Board

APPENDIX F

TRENDS IN COURSE-TAKING PATTERNS OF UTAH HIGH SCHOOL SENIORS

1984, 1988, and 1992

UTAH STATE OFFICE OF EDUCATION

Scott W. Bean
State Superintendent of Public Instruction

Steven R. Mecham
Associate Superintendent, Instructional Services

David E. Nelson
Director, Evaluation and Assessment

By

David E. Nelson

July, 1992

Since 1984, the Utah State Office of Education has collected information on the course-taking patterns of Utah high school seniors across the state. This has been accomplished through the state's annual survey of the intentions and accomplishments of Utah high school seniors. The following results document the course-taking patterns of Utah high school seniors for the graduating classes of 1984, 1988, and 1992. In 1992 the survey was completed by 18,178 Utah high school seniors.

Table 1 profiles the percentages of Utah high school seniors who have taken selected specific courses. This information is presented for the graduating classes of 1984, 1988, and 1992. In the period between 1984 and 1992, the enrollment of Utah high school students in courses in the typical math sequence has risen substantially. The percentage increases are particularly dramatic for algebra II and geometry. Both of these courses show an increase of approximately 20% over the nine-year period. Every mathematics class profiled shows some increase in enrollment between 1984 and 1992. While not showing the same absolute percentage increases from 1984 through 1992, science classes still show growth. Enrollment in chemistry grew from just under 27% in 1984 to over 41% in 1992. Physics enrollment increased just under 8% from 14.2% in 1984 to 22.1% in 1992. Biology is clearly the state's most popular science course with 86.4% of Utah seniors in the class of 1992 having completed work in biology. No trend data are available for comparison purposes for the biology course.

Computer-related course enrollment has grown substantially through the nine years for which data are available. The 1992 figure of 61.7% represents an increase of slightly over 33%.

Enrollment in Advanced Placement courses in which high school students can earn college credit has demonstrated a profound increase in every area for which trend data

are available. This finding mirrors recent information from The College Board's Advanced Placement Program in which over 11,000 Advanced Placement examinations were taken by Utah students during the 1991 school year. The most popular Advanced Placement area as of 1992 was history and social studies. Just under 29% of Utah seniors took courses in this area. Advanced Placement English was also taken by a substantial percentage of the graduating class of 1992 with 26.8% of Utah seniors taking this course.

Table 2 presents the 1992 percentages of Utah high school seniors taking at least two years, three years, and four years of course work in each of eight major subject areas. The impact of state graduation requirements and college admissions policies can clearly be seen in the pattern of percentages. This is particularly true in areas such as mathematics, English, science, and foreign language.

An analysis of the course-taking patterns of male and female graduates of the class of 1992 shows that male graduates continue to take more courses in mathematics, science, and physical education than do female students. Specifically, just over 79% of male students took three years of mathematics, while the figure for females was 76.5% A much greater disparity is seen in the area of science. Here, 55.3% of the males and 46.4% of females report three years of course work. The percentages of Utah females taking at least three years of course work in mathematics and science have increased over the past several years, but the differences (particularly in science) are still large.

An overview of these findings suggests that the state and district graduation requirements which were put into place in the mid-1980s, along with heightened college entrance requirements have had a substantial influence on the course-taking patterns of Utah students over the last nine years. In general, most Utah students appear to be taking a more rigorous program of studies in 1992 than was true in 1984.

TABLE 1

COMPARISON OF PERCENTAGES OF UTAH HIGH SCHOOL SENIORS WHO HAVE TAKEN SPECIFIC COURSES FOR 1984, 1988, AND 1992

Course	1984	1988	1992
Algebra I	78.7%	88.4%	86.2%
Algebra II	48.2%	63.2%	67.7%
Advanced Algebra	NA	NA	38.4%
Geometry	48.3%	66.4%	69.1%
Trigonometry	24.7%	33.0%	37.3%
Biology	NA	NA	86.4%
Chemistry	26.7%	38.0%	41.2%
Physics	14.2%	18.8%	22.1%
Computer-Related Course	28.0%	43.4%	61.7%
AP History/Government/Economics	15.6%	20.8%	28.9%
AP English	21.0%	27.6%	26.8%
AP Mathematics/Calculus	10.1%	13.1%	13.7%
AP Science	10.8%	10.5%	15.1%
AP Foreign Language	NA	NA	6.2%
AP Music/Art	NA	NA	13.5%
AP Computer Science	NA	NA	3.3%

TABLE 2

GRADE 9 THROUGH 12 PROGRAMS OF STUDIES OF
UTAH HIGH SCHOOL SENIORS IN THE CLASS OF 1992

SUBJECT AREA	Percentage of Utah High School Seniors Who Have Taken at Least:		
	2 Years	3 Years	4 Years
English or Literature	98.4%	97.0%	87.6%
Foreign Language	55.4%	16.2%	5.6%
History/Social Studies	96.3%	80.6%	24.4%
Mathematics	97.7%	77.9%	39.6%
Science	93.4%	50.9%	18.6%
Art	42.8%	20.2%	10.2%
Music	29.4%	19.4%	12.8%
Physical Education/Health	76.4%	45.2%	23.1%

APPENDIX G

USING EDUCATIONAL INDICATORS IN

UTAH SCHOOL DISTRICT PERFORMANCE REPORTS[1]

[1]Adapted from Oakes (1986) Educational Indicators - A Guide for Policy Makers.

DEFINITION OF AN EDUCATIONAL INDICATOR

An educational indicator is a statistic about the educational system that reveals something about its performance or health. Like the odometer, speedometer, temperature, and fuel gauges in a car, educational indicators provide essential information about the system's current functioning, suggest whether good progress is being made, and warn of potential problems. Obviously, indicators do not tell everything about a system. Instead, they provide an "at a glance" indication of current conditions and may even augur future prospects.

CHARACTERISTICS OF INDICATORS

Educational indicators are designed to provide insight into the health and effectiveness of the system, and to be useful in the policy context. To meet these goals, a good educational indicator should satisfy both substantive and technical criteria.

CRITERIA FOR INDICATORS - SUBSTANTIVE

- Information that describes the educational system's **performance** in achieving desired educational conditions and outcomes.

- Information about **features of the system known to be linked with desired outcomes**.

- Information that describes **central features of the system**.

- Information that is **problem-oriented**. Indicators are needed that provide information about current or potential problems in the system.

- Information that is **policy relevant**. Indicators should describe educational conditions of particular concern to policymakers and be amenable to change by policy decisions.

CRITERIA FOR INDICATORS - TECHNICAL

- Indicators should measure **ubiquitous** features of schooling -- those dimensions that can be found in some form throughout the system.

- Indicators should measure **enduring** features of the system.

- Indicators should be **readily understood** by a broad audience of educators and policymakers.

- Indicators should be **feasible** in terms of time, costs, and expertise required to collect the relevant information.

- Indicators should be generally accepted as **valid and reliable** statistics. They should measure what they are intended to measure, and they should do so consistently.

APPENDIX H

SAMPLE DISTRICT PERFORMANCE REPORT

Alpine School District

Annual Report to Patrons

January 1992

Inside . . .

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Reading for Dinner 14
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School Calendar 16
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Mission Statement

The mission of Alpine School District is to empower each student to function effectively in society as a competent, productive, caring, and responsible citizen.

The goals of a system built on this mission must be to:

- ✔ Involve students as full partners in their pursuit of learning and in being accountable for their actions.
- ✔ Enlarge parental and community involvement to enhance school and student success.
- ✔ Establish a curriculum and an instructional delivery system that has measurable outcomes.
- ✔ Ensure that every school is an effective learning center with a positive learning climate.
- ✔ Increase the sensitivity, effectiveness, efficiency, and satisfaction of teachers, administrators, and other educational professionals.
- ✔ Increase learning and productivity through technology.

Dear Patrons

Even though many of you don't know who we are or what our function is, the decisions we make on a continuous basis directly affect you and your families. This past spring, for instance, we gave approval to the overall school budget for the Alpine School District--a budget which approached 120 million dollars.

We have also developed and approved numerous policies during the course of the year, policies which affect students, employees, and patrons: a policy regulating school fees and how they are assessed; a policy dealing with sexual harassment in the schools; regulations concerning the private use of school facilities; procedures to allow more efficient public input into education decision making--and numerous other policies to enhance the education of our students.

There have been some difficult issues to deal with this year. We have just finished negotiations with teachers, a process which should have been accomplished last June. The truth is, we face the same dilemma that many of you patrons face: our needs have increased faster than our income. This is true not only with employee salaries, but with other important requirements as well: student housing, textbooks, computers, utilities, employee benefits.

Another difficult decision we faced this year had to do with the tradition of allowing prayer at graduation ceremonies. This was not an easy determination. We were fully aware at the onset that our stance to defend ourselves in court would be costly, and would take dollars from needed revenues. Our decision to continue the practice was based on two important principles: local governance of education, and freedom of expression for students. This issue is now under consideration by the Supreme Court.

Our experience has taught us that these important decisions cannot and should not be made without public input. For that reason, one of our goals for this year is to implement a program of public input at the local school level. And at each of our public meetings, we set aside time for public comment. We have been impressed with both the quantity and quality of the input we have received during this past year.

These are your schools. As your representatives we want to portray your wishes, needs, and aspirations, especially as they relate to the well-being and education of each one of our 40,000 students. That is the essence of democracy, and the primary objective of the Alpine District Board of Education.

Sincerely,

J. Blake Evans, President
Linda N. Campbell, Vice-President
Richard B.Gappmayer, Member
Jan C. Lewis, Member
David C. Harvey, Member
Alpine School District
Board of Education

Left to right standing: Dr. Steven C. Baugh, Superintendent; Richard B. Gappmayer, Board Member; David C. Harvey, Board Member; Jack W. McKelvy, Clerk-treasurer. Seated: Mrs. Linda N. Campbell, Vice-President of the Board; Dr. J. Blake Evans, President of the Board; Mrs. Jan C. Lewis, Board Member.

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Students

Ethnic Distribution

American Indian/ Alaskan Native	0.50%
Hispanic	2.03%
Asian	0.95%
PacificIslander	0.30%
Black	0.14%
Caucarian	96.0%

Families in Need

Percentage of Secondary students Receiving Fee Waivers	4.2%
Amount of Fees Waived	$37,340
Percentage of Students Whose families Qualify for Aid to Families with Dependent Children (AFDC)	1.7%
Percentage of Students Receiving Free Lunch	13.4%

Enrollment October 1991

Elementary Schools	21,500
Junior High Schools	8,451
High Schools	8,304
Special Schools	261
Total	39,521

Building Productivity Usage

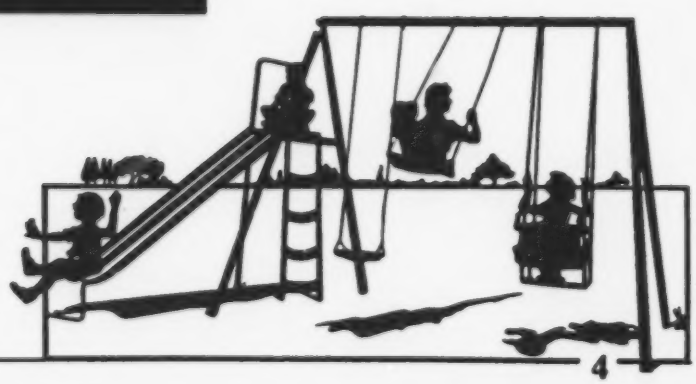
Elementary	
Extended-Year Schools	4
Extended-day Schools	11
Junior High	
Increased Usage Models	3

Enrollment Comparisons
(October 1)

1986	35,385
1987	36,678
1988	37,519
1989	38,288
1990	38,922
1991	39,521

School Facilities

Elementary Schools	30
Junior High Schools	6
High Schools	5
Special Education	2
Mothers' High	1
Portables	238



High School Drop-Outs -- Rates and Trends

School Year	High School Students	Drop Outs	Rate
1986-87	6,429	53	0.8%
1987-88	6,531	49	0.8%
1988-89	6,779	87	1.3%
1989-90	7,218	61	0.8%
1990-91	7,667	47	0.6%

Crowded Schools

Providing quality classroom space is one of our greatest challenges.

- Over half of our schools are over their original capacities.
- Eleven elementary schools serve more than 800 students.
- Three of six junior high schools exceed 1,600 in population.
- Two of five high school house over 2,000 students.
- Our annual growth is equal to the population of one elementary school.
- Approximately one student in five is housed in a relocatable classroom.

Membership Five Year Trends

Year	Average Daily Membership
1986-87	34,994
1987-88	36,243
1988-89	37,152
1989-90	37,717
1990-91	38,425

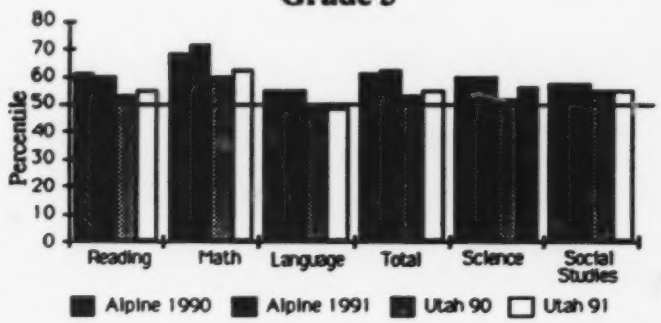
Course Taking Patterns of High School Seniors

Subject	1985-86	1990-91	Increase/ Decrease
English/Literature	91%	99%	+ 7%
Foreign Language	18%	46%	+ 28%
Social Studies	66%	95%	+ 29%
Math	74%	99%	+ 25%
Science	54%	96%	+ 42%
Art	12%	45%	+ 33%
Music	22%	34%	+ 12%
Physical Education	68%	83%	+ 15%

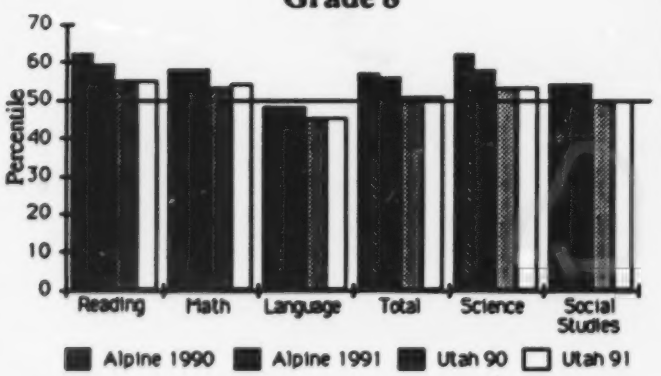
High school students in Alpine School District are taking more academically rigorous classes now than ever before. In the past five years, the percentage of students graduating with two or more years of math and science has increased 25 percent and 42 percent respectively.

Student Achievement

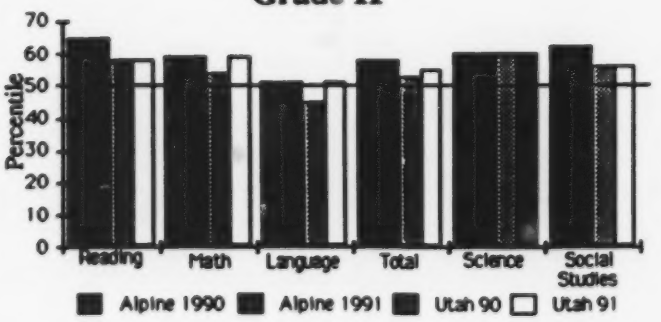
Grade 5



Grade 8



Grade 11



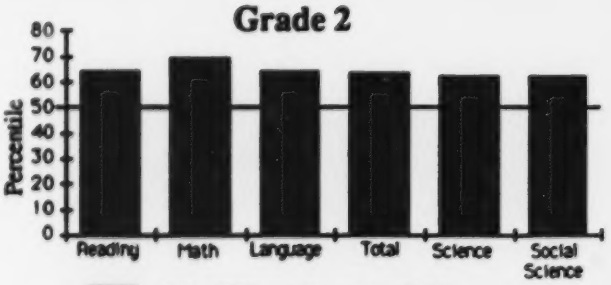
Alpine Students Achieve

We administer the Stanford Achievement Test (SAT 8) to Alpine students in grades 2, 3, 5, 8, and 11. Most other Utah districts test only grades 5, 8, and 11. The SAT 8 measures basic skill and understanding in reading, mathematics, language, science and social studies.

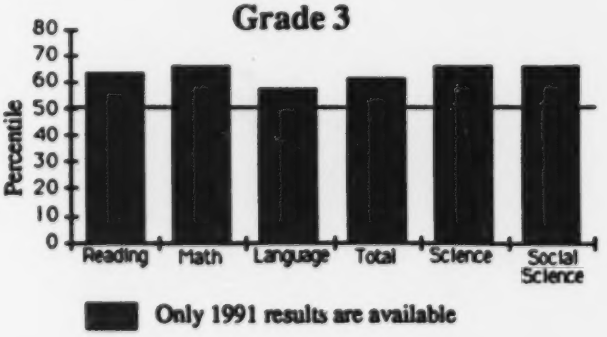
The results show clearly that Alpine students score higher than the national average in most subjects and consistently higher than other students in the State of Utah. The national average is at the 50th percentile*.

*Percentile scores show the percentage of students in the nationwide norming sample who scored below a given student's score. For example, if a student has a percentile score of 65, it means that 65% of the student in the sample had lower scores.

Grade 2



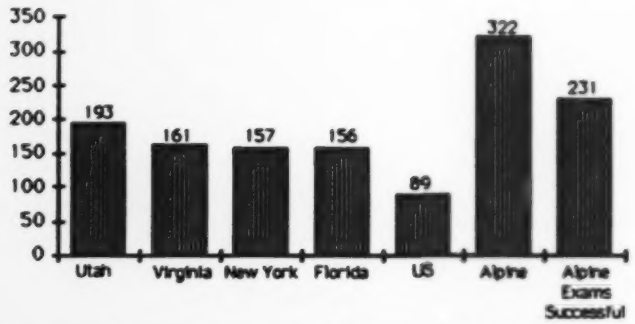
Grade 3



Alpine School District receives less funding per child than any district in Utah, but our students' performance is consistently above the state and national average.

Number of 1991 Advanced Placement Examinations Taken

Per 1,000 Juniors and Seniors

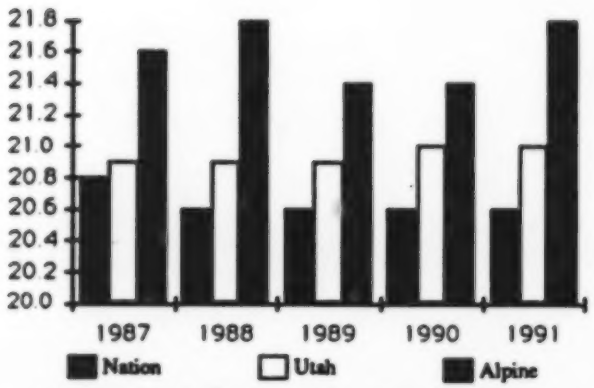


A successful exam is one in which the score is high enough to qualify for college credit in the specific subject matter. Alpine's rates of exams taken and successful exams far exceed rates in Utah and other leading AP states.

Scholarships awarded to Alpine students in 1990 $2,439,416.43

American College Test

Average -- All Subjects

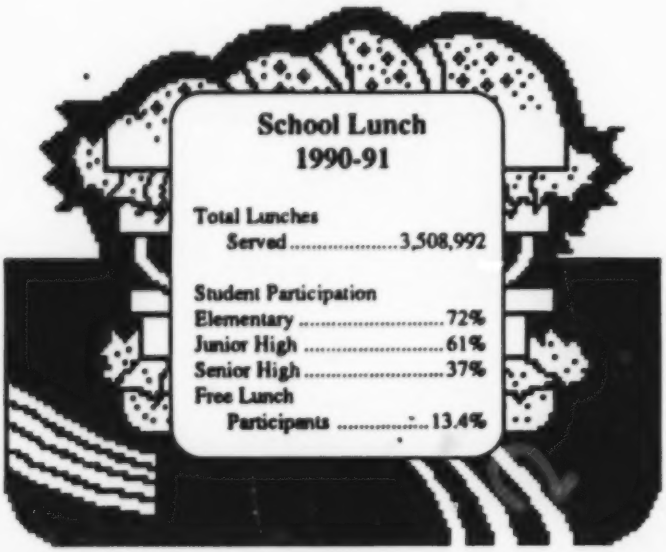


Most Alpine students who plan to go to college take the American College Test (ACT). Sixty-five percent of Alpine 1991 seniors have taken the ACT. Alpine students as a group scored higher than Utah and U.S. students each of the last five years.

Advanced Placement Testing Participation

Year	Total Students	Total Exams	Successful Exams	Percent of Exams Successful		
				ASD	Utah	USA
1987	509	804	515	64%	67%	68%
1988	515	827	612	74%	71%	67%
1989	643	1040	707	68%	67%	65%
1990	655	1036	715	69%	71%	66%
1991	832	1362	978	72%	70%	64%

Services to Our Students



Community Education

Education is a lifelong process that has a significant effect on the quality of the environment in which we live. Because school buildings and equipment belong to the public, Alpine School District has determined to maximize the use of these resources to serve the needs of its patrons.

Community Education programs are constantly changing to adapt to the interests and needs of the citizens who partake of the scrvice.

Classes offered in 1990-91 900
Annual participants 10,000

Alternative High School Completion Programs

Assisted Study - This program is a competency-based, self-paced high school completion option. Students receive one-on-one help from qualified teachers. Students may register at any time during the year. This program allows students to make up lost credit or complete credits early.

Adult High School Completion - Through Assisted Study, students receive individualized instruction to meet graduation requirements, GED test preparation, and basic literacy skills. Students may also receive credit for work or military experience.

Adult Basic Education -This program serves the basic literacy needs of adults in the areas of reading, computation, and community and cultural awareness. Students, not native to the United States, are served in classes of English as a Second Language. Intellectually handicapped adults are instructed in basic literacy and life skills.

Mothers' High School-This program serves women who are pregnant or who have children. The program provides academic instruction to obtain a diploma and pre-vocational and vocational training to build self-sufficiency, parenting, child development and home-management skills. A nursery is provided for pre-school children.

Assisted Study 1,426
Mothers' High School 142
GED Certificates 13
Adult High School Completion 633
Adult Basic Education/ESL 190
Graduates 158

Summer School 1990

Summer school classes include a variety of academic and enrichment classes and activities. Participation may include full-day fieldtrips or daily classes ranging from two to eight weeks. Classes are centralized.

Elementary Enrollments
1,179

Jr. and Sr. High Enrollments
610

Chapter I

Chapter I is a federally funded reading program in 15 of our schools. It is designed to be a preventative program for children needing extra help with reading skills and self-esteem. Approximately 1,500 students are served each year. Our Chapter I program is noted as an exemplary program in the nation.

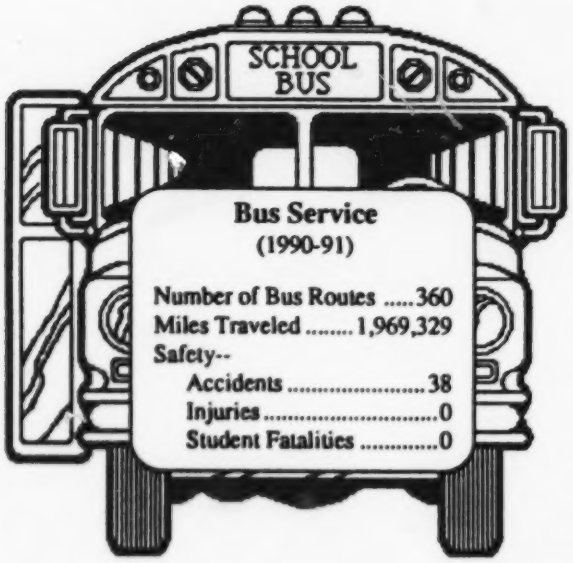
Alpine Foundation

The Alpine School District Foundation is a non-profit organization headed by a Board of Directors representative of various communities, professions, and private entities. It was formed to promote, sponsor, and carry out educational, scientific, and charitable purposes and objectives.

Contributors may request or designate special purposes for their funds. All contributions are tax deductible.

Private funds contributed during the 1990-91 year amounted to $305,214

Alpine School District's Transportation Department has consistently been awarded the Highway Patrol's AAA rating and the Clean Bus Award.



Bus Service
(1990-91)

Number of Bus Routes	360
Miles Traveled	1,969,329
Safety--	
Accidents	38
Injuries	0
Student Fatalities	0

Special Education

Number of Students Served:	
Special Schools (severely handicapped)	182
Cluster Units (housed at elementaries)	314
Mainstreaming*	3,079
Total	3,575

*Mainstreaming takes place when students identified as handicapped spend all or part of the school day with peers in a regular classroom setting.

Financial Information

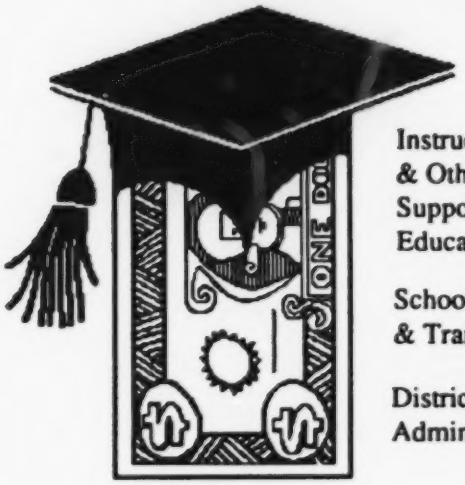
Alpine School District Makes A Difference in Utah County

- Alpine School District employs over 2,500 people full-time
- The annual payroll totals in excess of $64 million
- We are the third largest employer in Utah County
- The annual budget of Alpine-School District exceeds $114 million.

The Alpine District views fiscal expenditures as an investment in human resources. Careful and efficient management of tax revenue has allowed the District to maintain one of the lowest per-student expenditures in the entire nation, while providing a high quality education.

PTA volunteers and others contribute in excess of 75,000 hours of service to our schools each year. At minimum wage, the value of volunteer service approaches $350,000 per year.

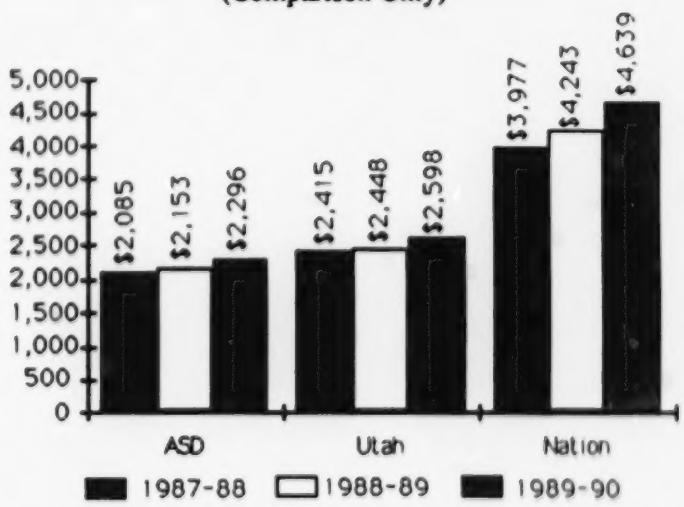
How Is My Tax Dollar Spent?



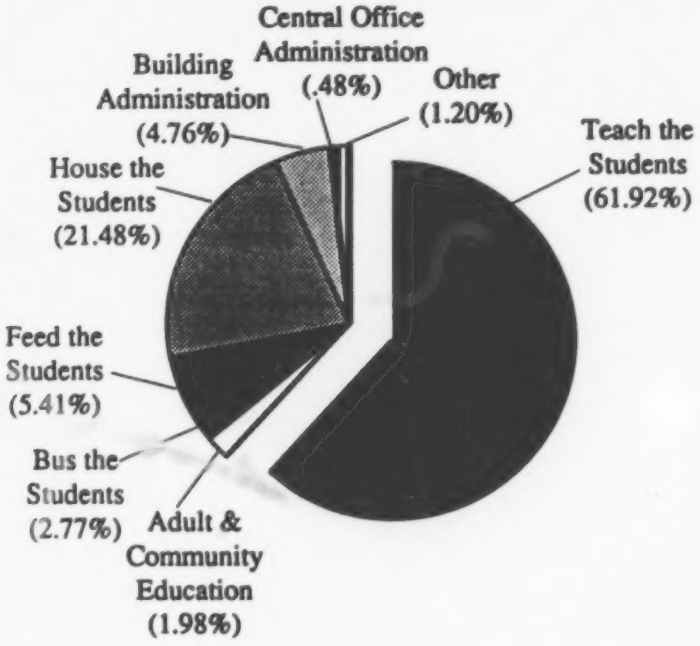
Instructional Programs & Other Costs Supporting the Education Process	62¢
School Buildings & Transportation	33¢
District-Wide Administration	5¢

Per Pupil Expenditures

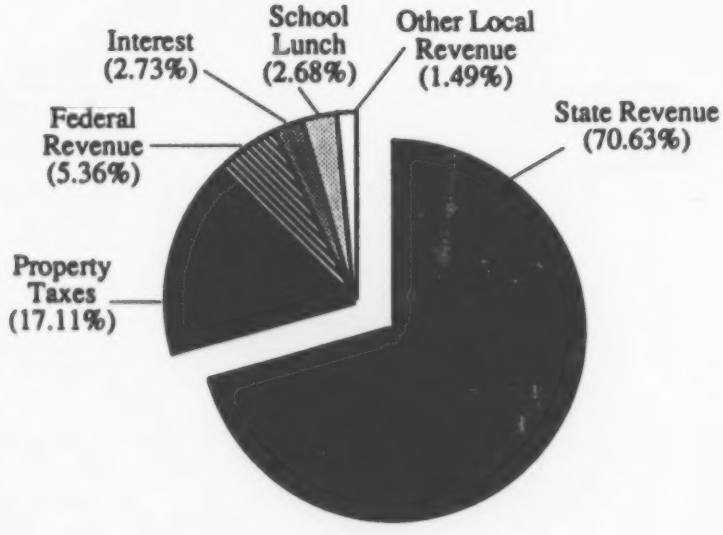
(Comparison Only)



Alpine School District Expenditures - 1991



Alpine School District Revenues - 1991



Our Business Services Division is the recipient of national awards for financial reporting from the Government Financial Officers Association of the United States and Canada and from the Association of School Business Officials.

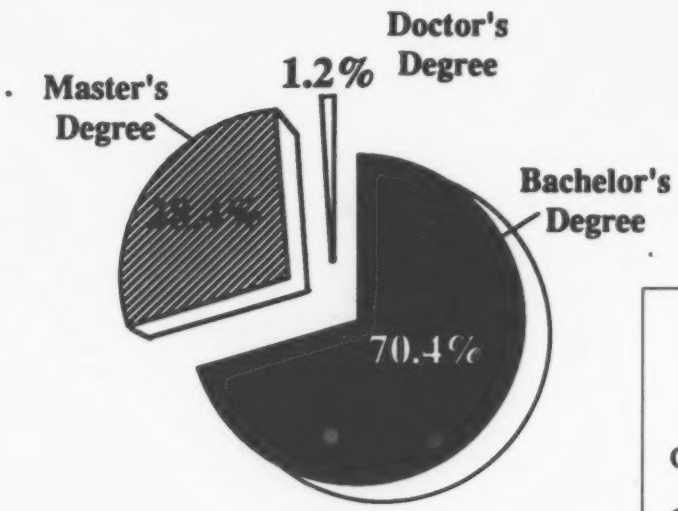
Alpine School District Budget 1990-91

Total Revenues and Fund Balance	$130,171,140
Expenditures	
Instruction	$64,446,860
Support Services	
Students Services	2,540,352
Instructional Staff	3,661,913
District General Admin.	544,933
School Administration	5,435,935
Business Services	616,068
Operation & Maintenance	9,421,214
Student Transportation	3,155,397
Central Services	687,736
Other Support	71,525
Food Service	6,174,929
Comm. & Adult Ed.	
Training School	2,257,999
Facilities Acquisition	7,535,843
Debt Service	7,555,805
Total Expenditures	$114,106,509

Staff

The number of students served by each central-office professional employee is more than 3.9 times the national average.

Certificated Staff



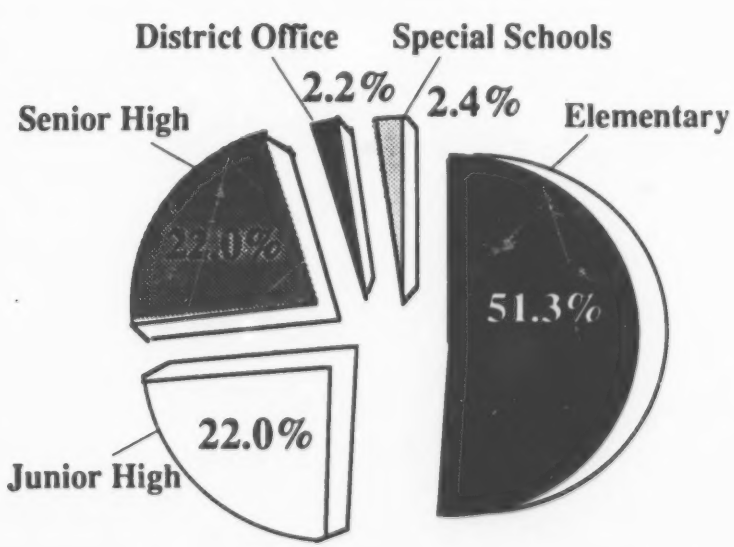
Staff Size
1991-92

Certificated (teachers & administrators)	1760
Classified (office personnel, custodial, teachers' aides, transportation, and food service workers)	760
Total	2,554

Average Years of Experience
Professional Staff

District office	14 yrs.
Elementary	8 yrs.
Junior High	9 yrs.
Senior High	10 yrs.

Certificated Staff By Level



Pupil Teacher Ratios

Kindergarten	1-26.0
First	1-23.4
Second-Third	1-26.8
Fourth-Sixth	1-28.8
Junior High	1-25.0
Senior High	1-27.0
Utah Average	1-25.7

Reading For Dinner

Superintendent Baugh's Message

Dr. Steven C. Baugh

"Cathy!" I yelled from the backyard where I was trying to start the lawn mower. "What are you having for dinner?" Soon she appeared at the open kitchen window with a spatula in one hand and the phone in the other. "What?" she said. I repeated the question. Then she said, "Why do you want to know what's for dinner?" "Because," I said, "I've got to mow this lawn, which the kids forgot to do before they went swimming, and I need to have something nice to think about to keep me going and to keep murder off my mind. The thought of sauteed mushrooms on medium rare sirloin, or pasta a la Italian might do it."

"Okay," she said, "I guess I can tell you then." My mouth watered as the lawn mower sputtered for the seventh time. "You know that tuna casserole you didn't finish last week when I was gone to PTA. Well, I thought if I added some milk to it, it might soften up enough to put on toast." We used to have a name for stuff on a shingle when I was a kid. But this wasn't even fresh stuff on a shingle. It was going to be a long session with the lawn mower, if I ever got the *@@!! thing started.

But then she added, as she dialed another number, "And, of course, we'll have reading."

Reading--now there's something a man could sink his teeth into, something to raise the spirits, something to invigorate the saliva glands while I mowed the lawn.

You see, we've started something new at supper around our house. We have someone read something aloud to all those who are present at the dinner table. It can be anything: something from the newspaper, even the funnies, but most likely the sports; a note from a friend at school; a chapter in Treasure Island; minutes from the last board of education meeting (We tried that once but decided to save it for bedtime stories as it served as an effective antidote for insomnia.): anything.

And so I thought about reading as I mowed the lawn. I called from memory the rich treasury of adventure, romance, and humor I had collected as a boy. Robinson Crusoe came into view, wearing the funny seal skin clothing I had imagined him to have. Long John Silver, Lou Gehrig, Joan of Arc, Huck Finn and a host of other historical or fictional characters fought and played their way across the vivid screen of remembrance. That's why we started serving reading for supper at our house. We want our kids to be readers. Because of all life's skills--reading is perhaps the most important.

Reading is teacher to the student, friend to the lonely, nurse to the sick, therapist to the emotionally disabled, ship to the traveler, guide to the seeker of truth.

But somewhere along the line, we've forgotten the importance of reading. Maybe it's because we're going too fast in this hurry up world; maybe it's because reading might not seem as entertaining as television; perhaps it's because reading is an active form of learning which requires a little bit of work and thought, as opposed to all the passive electronic media materials we're bombarded with on a daily basis--but I don't care what the reason is, if we've devalued reading, we've made an awful mistake.

And not only am I serious about resurrecting the thrill of reading for my own family, but for the Alpine School District as well. And the Board of Education is equally serious. That's why reading is our number one goal for this school year. That's why we're suggesting that every home in the district serve reading for dinner. We want to become known as a district of readers. Let other areas emphasize what they will--we want to become famous as readers.

This means that every student in the district will have to spend part of each day actively reading. It means that every teacher in the district, regardless of subject matter, will also focus on reading. It means that every parent in the district will have to reinforce reading in the home.

It's a lofty and idealistic goal--to become a district of readers. But one that's attainable, especially if we serve reading for dinner.

Special Programs

nextSTEP

Planning for Alternatives to the Traditional Classroom Program

Need Help? Having difficulty adjusting to the traditional school program? --nextSTEP CAN HELP. Alpine School District's nextSTEP department helps students plan for success in the future and for the world in which they will live. This is an assessment and placement center for students who are having difficulty succeeding in school, who may be benefited by alternative approaches to the conventional education program.

The nextSTEP PROCESS INVOLVES THE FOLLOWING STEPS:

1. Assessment--In this step, the student is assessed in areas such as:
   a. Career Interests
   b. Social & Emotional
   c. Career Aptitude
   d. Educational Achievement
   e. Work Values
   f. Learning Style
2. Profiling--In this step assessment results are compiled and discussed with the student and parents, and educational and career goals are set.
3. Placement--The educational placement for the student is discussed; this may include options at the high school, assisted study, applied technology center, and UVCC.

Call now for help--756-8569

ETI

The Utah Educational Technology Initiative was established by the Utah State Legislature in 1990. This measure provided Alpine School District with needed funding for technology in schools. Anticipated ETI funding over four years amounts to $3.8 million.

Together with district and private resources, ETI has allowed alpine School District schools to implement WRITING LABS in each of the eleven secondary schools, establish a district-wide computerized instructional management system, trACE™, and provide each school a sizeable grant with which to design a technology based INSTRUCTIONAL FACILITY to fit local needs.

Over the four-year ETI program, every school in Alpine School District will benefit from the full impact of this project.

To date trACE™ has been placed in every school, the writing labs are fully operational and fourteen of forty-three projects are completed.

trACE™

Several years in the development stage, Alpine School District has formally released the comprehensive curriculum menagement system called trACE™. The District has strived to lead as an international standard of instructional excellence through trACE™, a computerized, instructional support system for all teachers.

The concept of trACE™ has been revolutionary, economically placing in teachers' hands thousands of resources covering the entire curriculum. The development of trACE™ materials utilizes a teacher consortium to capture the best teaching ideas and shares them with other teachers.

With trACE™, teachers can access the curriculum and strategies for the Alpine Curriculum for Excellence, the trACE™ Grade Book, the Roll Book for tracking student attendance, and a Test Generator. In addition, this system makes it possible for teachers to access excellent teaching materials which are available on commercially produced laser-discs. Excellence in education starts with the classroom teacher; trACE™ places a whole new array of tools at the fingertips of Alpine School District teachers.

Family Involvement

Three of our elementary schools are participating in a statewide family involvement pilot designed to improve the skills of parents and the effectiveness of the schools and increase the likelihood that children will have successful school experiences. The schools, Highland, Cherry Hill, and Greenwood, have already begun to implement new programs as a part of the pilot. Among the planned activities are:

- Parent meetings to discuss involvement and to set goals
- Teacher home visits with parents of pre-school children
- Training sessions for the parents of pre-school children
- Training for pre-school children to prepare them for school
- Installation of Parent link, a two-way communication system between parent and teacher, parent and school, school and community.
- The development of school/business partnerships

This pilot project is based on research which shows a very strong connection between school/family partnership and high academic achievement, positive school attitudes, high aspirations and other positive behaviors.

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Alpine School District Directory

Accounts Payable (A-L)	756-8429
Accounts Payable (M-Z)	756-8428
Accounts Receivable	756-8437
Adult Education	756-8408
Alpine Foundation	756-8425
Alternate Education	756-8469
Art Specialist	756-8415
Assisted Studies	756-8463
Attendance	756-8449
Board Meeting	756-8420
Budget	756-8480
Building Rental	785-8746
Bus Garage	785-8731
Busing for Special Ed.	756-8410
Calendar (School)	756-8400+254
Calendar Scheduling	756-8499
Career Ladder	756-8516
Chapter 1	756-8484
Clear Creek	756-8499
Community Education	756-8408
Computer Technician	756-8448
Computer Instruction	756-8470
Counselors	756-8474
Curriculum	756-8511
Data Processing	756-8434
Discarded Textbooks	756-8446
Driver's Education	785-8731
Education Fair	756-8408
Electronic Mail	756-8499
ESL	756-8408
Employment Verification	756-8418
Enrollment Statistics	756-8482
Films	756-8472
Flexible Spending	756-8480
Food Services	756-8496
Foreign Students	756-8486
GED Testing	756-8463
Gifted and Talented	756-8475
Graduation Requirements	756-8474
Guardianship Papers	756-8474
Home School	756-8486
Home Bound Instruction	756-8486
Indian Program	756-8476
Inservice, Teacher	756-8456
Insurance, Employee	756-8467
Insurance, Student	756-8498
Inventory	756-8498
I.M.C.	756-8472
Instructional Services	756-8488
Job Hotline	756-8426
JTPA	756-8451
Laminating	756-8471
Lane Changes	756-8418
Language Arts	756-8444
Library	756-8472
Maintenance	785-8733
Math	756-8477
Media (A.I.M.C.)	756-8472
Mentors	756-8499
Newsletter (Employee)	756-8499
Newsletter (Patron)	756-8499
Nurses	756-8476
Occupational Therapy	756-8410
Payroll (Time Cards/Stop Payment)	756-8422
Payroll (T&A Report/Voluntary Ded.)	756-8489
Payroll (Addenda's/Extended Contract)	756-8438
Perc Center	224-7043
Personnel (Non-Teaching)	756-8419
Personnel (Teaching)	756-8418
Physical Facilities	785-8746
Print Shop	756-8435
Psychologists	756-8461
Policies	756-8409
Public Information	756-8460
Pupil Services	756-8474
Purchasing (Janitorial/Maint.)	756-8440
Purchasing (Educational/Food)	756-8442
Real Estate	756-8430
Receiving	756-8443
Receptionist	756-8400+0
Recertification	756-8456
Records	756-8434
Retirement	756-8467
Scheduling (Conf. Room)	756-8400+0
School Administration	756-8450
School Lunch	756-8496
Spanish Immersion	756-8452
Special Ed. Pre-School	756-8410
Speech and Hearing	756-8410
Student Accounting	756-8482
Student Teachers	756-8419
Summer School	756-8567
Teacher Learning Center	756-8471
Testing	756-8487
Textbook Adoption	756-8456
trACE™	756-8453
Transfer (Out of District)	756-8474
Transportation	785-8731
Truancy	756-8449
Tutors	756-8476
Verify Employment	756-8418
Vocational Education	756-8451
Warehouse	756-8441
Workshops	756-8456
Young Mothers High	756-8408
Youth-In-Custody	756-8449

Alpine School District
575 North 100 East
American Fork, UT 84003

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Utah
Permit No. 3

Residential Postal Customer

Alpine School District
1991-92 & 1992-93 School Calendars

1991-92 School Year
(January thru May)

Christmas Vacation:
School Reconvenes ..... Mon., Jan. 6
Human Rights Day Recess . Mon., Jan. 20
Presidents' Day Recess ..... Mon., Feb. 17
Teacher Comp. Day ..... Fri., Mar. 20
Spring Vacation .. Thurs.-Fri., Apr. 16-17
Memorial Day ..... Mon., May 25
Last Day School
Traditional Schedule ..... Fri., May 29
Graduation Schedule (tentative)*
Thursday, May 28
Pleasant Grove High ..... 2 p.m.
American Fork High ..... 5 p.m.
Lehi High ..... 8 p.m.
Friday, May 29
Orem High ..... 2 p.m.
Mountain View High ..... 6 p.m.
*All Graduation Exercises will be held at the Marriott Center at BYU
Last day of School
Year-Round Sch. ..... Tues., June 30

1992-93 School Year

School Begins
Year-Round ..... To Be Announced
Traditional Schedule ... Wed., Aug. 26
Labor Day Recess ..... Sept 7
UEA Recess ..... Thurs. & Fri., Oct. 15-16
Teacher Comp. Day ..... Wed., Nov. 25
Thanksgiving .. Thurs. & Fri., Nov. 26-27
Christmas Vacation:
Begins at close of day Tues., Dec. 22
School Reconvenes ..... Mon., Jan. 4
Human Rights Day Recess Mon., Jan. 18
Presidents' Day Recess ..... Mon., Feb. 15
Teacher Comp. Day ..... Mon., Mar. 22
Spring Vacation ..... Thurs.-Fri., Apr. 8-9
Last Day School for Schools on
Traditional Schedule .. Thurs., May 27
Year-Round Sch. ... To Be Announced

Board Meeting Schedule 1992

Business Meetings of the Alpine School District Board of Education will be held on the second Tuesday of each month at 6 p.m. in the Board Room at: Alpine Education Center, 575 North 100 East, American Fork, Utah.

January 14
February 11
March 10
April 14
May 12
June 9
July 14
August 11
September 8
October 13
November 10
December 8

A second board meeting will be held on the fourth Tuesday of each month with the exception of July and December. The time, location, and agenda will be announced.

January 28
February 25
March 24
April 28
May 26
June 23
August 25
September 22
October 27
November 24